



National Unit Specification: general information

UNIT Writing Dramatic Text: An Introduction (SCQF level 6)

CODE F5LG 12

SUMMARY

This Unit is designed to introduce candidates to the process of writing dramatic text, through the analysis of literary components within existing dramatic texts and the practical application of this understanding within a piece of original writing. Candidates will have the opportunity to gain an understanding of, and practically apply the use of, plot, exposition, dramatic action, characters, relationships, conflict, environment, controlling ideas, sub-text, structure, pace, rhythm and style of language through text.

This is an optional Unit in the National Certificate in Acting and Theatre Performance (SCQF level 6), but it may also be offered as a free-standing Unit.

This Unit is suitable for candidates who would like to improve their creative writing skills and have an interest in writing for performance. The Unit may be taken as part of a general education, for vocational reasons or as a leisure interest.

OUTCOMES

- 1 Explore two contrasting dramatic extracts.
- 2 Write a piece of original dramatic text applying an understanding of literary components.
- 3 Review and evaluate own piece of original dramatic text.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: KC

Publication date: March 2009

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skill:

- ◆ Communication

This opportunity is highlighted in the Support Notes of this Unit Specification

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Explore two contrasting dramatic extracts.

Performance Criteria

- (a) Identify a variety of literary components within the extracts.
- (b) Discuss how the literary components are used within the extracts.
- (c) Describe the effectiveness of the literary components.

OUTCOME 2

Write a piece of original dramatic text applying an understanding of literary components.

Performance Criteria

- (a) Write a short piece of dramatic text.
- (b) Incorporate a variety of literary components within the dramatic text.

OUTCOME 3

Review and evaluate own piece of original dramatic text.

Performance Criteria

- (a) Discuss the various effects of literary components within own original dramatic text.
- (b) Evaluate the dramatic effectiveness of own original dramatic text.

National Unit Specification: statement of standards (cont)

UNIT Writing Dramatic Text: An Introduction (SCQF level 6)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

OUTCOME 1

Written and/or oral evidence is required for Outcome 1, through exploration of two contrasting extracts from published texts selected by the assessor.

The assessor must ensure that the extracts selected lend themselves to sufficient breadth and scope and provide opportunity for the candidate to explore and identify a wide range of literary components from the following: plot, exposition, dramatic action, characters, relationships, conflict, environment, controlling ideas, sub-text, structure, pace, rhythm and style of language. The candidate will describe the intended effect/impact of the components used and how effective the playwright was in using them.

This evidence will be generated in open-book conditions at appropriate points in the delivery of the Unit. The minimum word count is 500 words.

OUTCOME 2

Written and/or oral evidence will be produced in the form of a dramatic text. The text must be for at least two characters, last for a minimum of five minutes and make use of appropriate literary components explored in Outcome 1.

This on going evidence will be generated in open-book conditions.

OUTCOME 3

Written and/or oral evidence is required for Outcome 3. The candidate will be able to describe the intended effect/impact of the literary components used and how effectively they used them.

This evidence will be gathered on one assessment occasion towards the end of the Unit under supervised conditions with a minimum word count of 500 words.

National Unit Specification: support notes

UNIT Writing Dramatic Text: An Introduction (SCQF level 6)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The aim of this Unit is to introduce candidates to a range of literary components used within dramatic text and enable them to apply this understanding through the creation of a piece of original dramatic text. The Outcomes should be approached in sequential order to allow effective development through the Unit.

In Outcome 1, two pieces of dramatic text should be explored, identifying literary components within each extract. The texts should be compared and contrasted with each other based on this exploration. These texts should be short extracts from published plays and they should be written for a minimum of two characters. A centre might choose, for example, modern or contemporary plays which vary in style, enabling more effective comparisons. A centre might choose, for example, to examine scenes from plays by Pinter, Churchill, Maxwell etc.

In Outcome 2, the candidate should write their own piece of dramatic text, applying the knowledge acquired in Outcome 1. The dramatic text may be written as a self-contained scene, or as part of a larger piece of work.

For Outcome 3, it would be beneficial for the group to participate in a read-through of the completed scenes and evaluate their effectiveness, paying particular attention to the literary components explored in Outcome 1. Where this is not possible, candidates should read through and discuss in detail with their tutor/assessor.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1 could be delivered as a series of tutor-led workshops, with emphasis on group discussion. Centre-produced guidance from the tutor covering the main literary components identified in this Unit may be beneficial to the candidate to aid discussion and enable clear identification of the components within the texts chosen.

In Outcome 2, it is important that candidates learn to amend and edit their work and regular group contact is encouraged where possible. Using a preliminary draft, discussion, and where appropriate, rehearsal of the candidate's work should be attempted. A cohort group could be used to read and rehearse individual sections to aid the candidate in his/her development, and it may be appropriate to use improvisation as a rehearsal writing tool. This work will be further developed through group discussion and the review and opinion of the group.

National Unit Specification: support notes (cont)

UNIT Writing Dramatic Text: An Introduction (SCQF level 6)

As part of Outcome 3, candidates should be encouraged to identify their strengths and areas for development. The emphasis at this point should be on the text itself and it is strongly recommended that time is not spent unnecessarily on the rehearsing and performing of the text. A read-through and discussion is entirely adequate.

At all times the tutor/assessor should be ensuring that the written work being produced is the candidate's own work and ongoing discussion will support both the candidate and the tutor/assessor in ensuring this.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will be producing written and/or oral evidence for all Outcomes as part of the assessment. This offers ideal opportunities to develop aspects of the Core Skill *Communication*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for Outcome 1 could be a written assignment.

The suggested instrument of assessment for Outcome 2 is a dramatic text.

The suggested instrument of assessment for Outcome 3 is an evaluative assignment.

Time should be allowed for any necessary re-assessment.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements